



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
2005**

**Grade 3
Reading**

Reading

- 1 Which word has a suffix (ending) that means more than one?
- A. wagons
 - B. childlike
 - C. singing
 - D. dress
- 2 The **opposite** of the word heavy is
- A. big.
 - B. long.
 - C. fast.
 - D. light.

Read these poems about snow. Then answer the questions that follow.

Poem 1: Footprints

As I am walking
in the snow
my footprints follow
where I go,
and make a long
and winding track
that leads me home
when I turn back.

—*John Frank*

Poem 2: A Sprinkling of Snow

It hardly snowed at all last night
although I hoped it would
I wished for lots and lots of snow,
but wishing did no good.
With so much snow my snowman
would have grown and grown and grown.
But now he's scarcely bigger than
a three-scoop ice-cream cone.

—*John Frank*

- 3** In poem 1, which word means the **same** as winding?
- A. short
 - B. wet
 - C. twisting
 - D. covered
- 5** In poem 2, why is the speaker wishing for more snow?
- A. The person wants to go sledding.
 - B. The person wants to make an ice-cream cone.
 - C. The person wants to watch snow fall at night.
 - D. The person wants to make a larger snowman.

- 4** Read these lines from poem 1.

that leads me home
when I turn back.

What do these lines mean?

- A. The track does not lead all the way home.
- B. The speaker will follow the track to return home.
- C. The track will be hard to see on the way home.
- D. The speaker does not make a track that leads home.

- 6** Which word rhymes with cone?

- A. go
- B. snow
- C. grown
- D. home

- 7 Explain how the speaker feels at the end of poem 2. Use details from poem 2.

Read this passage to learn what happens when a tree grows from a seed. Then answer the questions that follow.

Tell Me, Tree . . .

by Gail Gibbons

All trees, even the biggest, begin their lives as seeds. These seeds come in different shapes and sizes.

A baby tree is called a *seedling*.

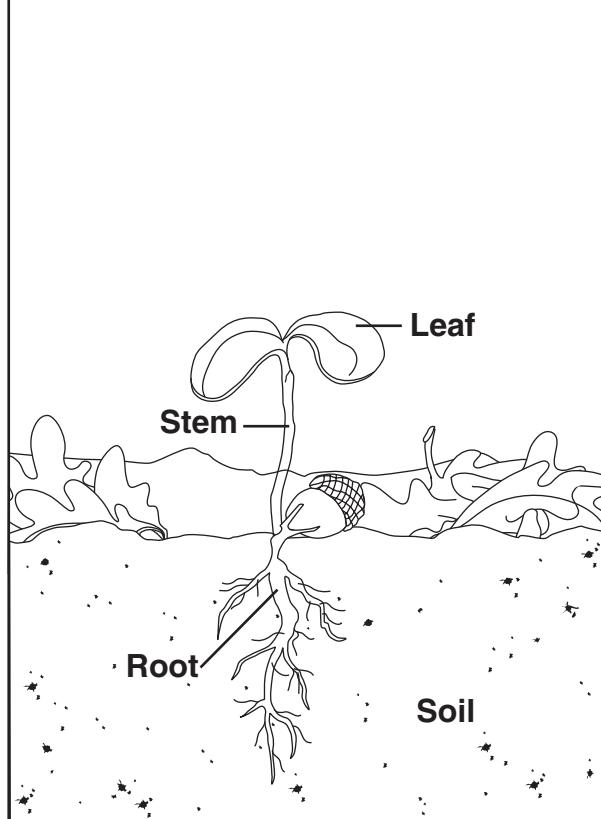
A seed sprouts when a small root begins to grow. As the root absorbs water and minerals, a tiny stem with just two small leaves begins to grow above the soil.

In time the stem becomes hard enough to be called *wood*.

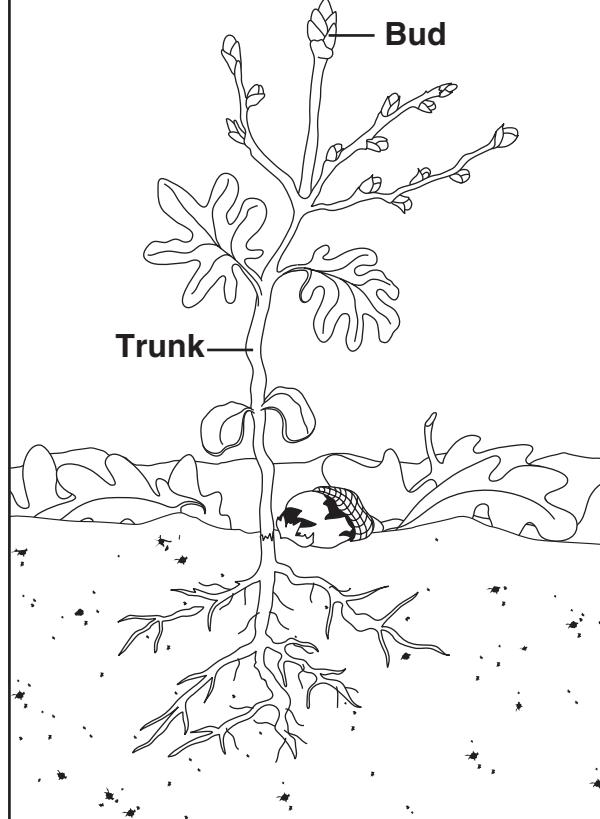
Small branches begin to appear as buds that turn into tiny leaves. The hard, woody stem is called a *tree trunk*.

A trunk is covered by a hard layer of wood called *bark*. Bark protects trees from weather and insects and animals that attack them.

Picture 1



Picture 2



8 What do roots absorb?

- A. seeds and soil
- B. air and water
- C. soil and sprouts
- D. water and minerals

In time the stem becomes hard enough to be called *wood*.

9 The words in time mean that

- A. tree stems turn to wood very slowly.
- B. some tree stems can grow to be large.
- C. branches grow out from tree stems.
- D. tree stems do not become hard like wood.

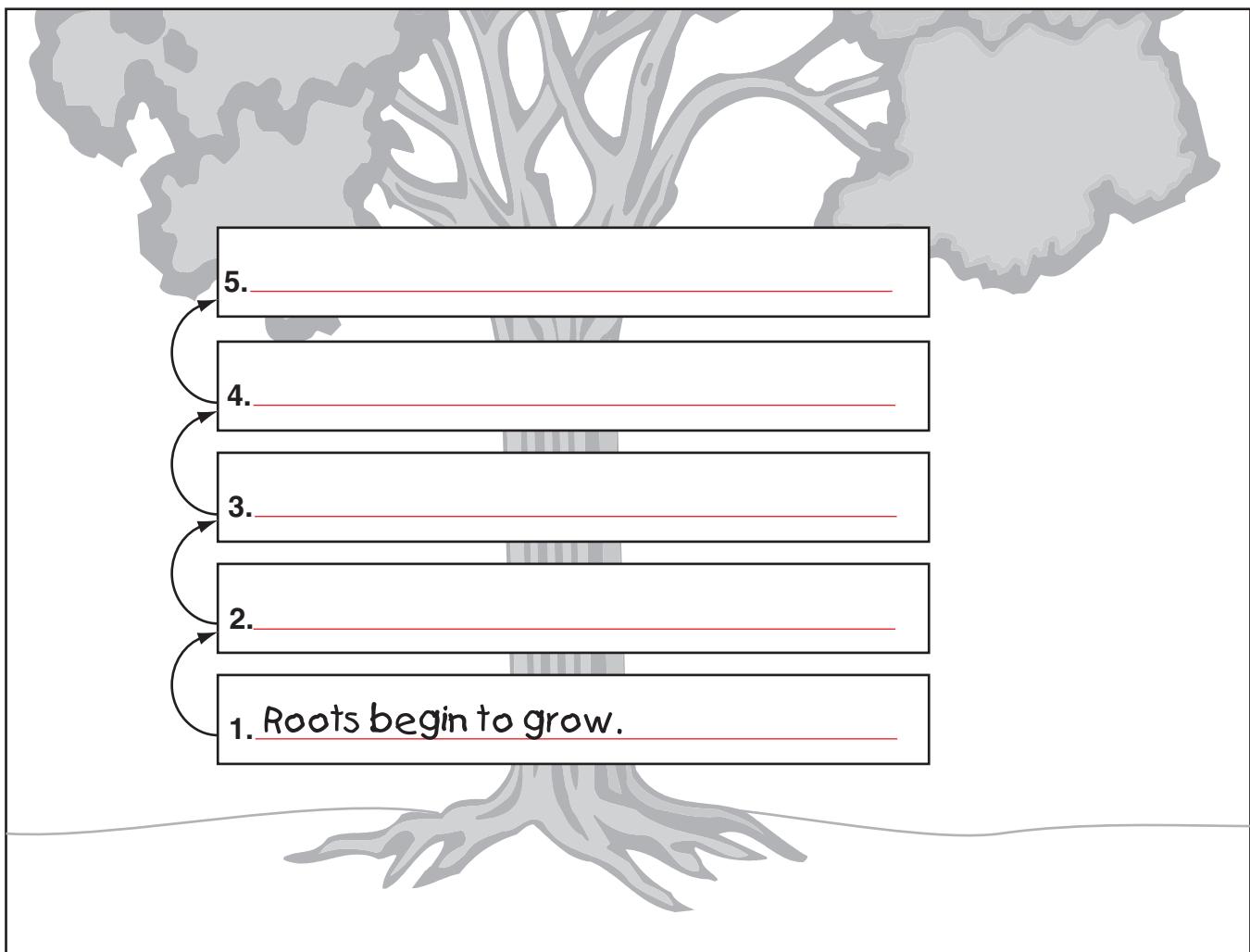
10 Trees are protected from insects by

- A. the bark.
- B. the leaves.
- C. the stem.
- D. the branches.

11 What does Picture 2 show that Picture 1 does **not** show?

- A. roots
- B. a bud
- C. soil
- D. a leaf

- 12 Fill in the chart to tell how a seed becomes a tree. Use details from the passage.



Acknowledgments

The New Hampshire, Vermont, and Rhode Island Departments of Education wish to acknowledge and credit the following authors and publishers for use of their work in the reading portion of the *New England Common Assessment Program*—2005.

“Footprints” and “A Sprinkling of Snow” (p. 2) from *A Chill in the Air* by John Frank. Published by Simon & Schuster, Inc. Copyright © 2003 by John Frank.

Excerpt from *Tell Me, Tree . . .* (p. 5) by Gail Gibbons. Published by Little, Brown, and Company. Copyright © 2002 by Gail Gibbons.

Grade 3 Reading Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12
Content Strand ¹	WV	WV	WV	LA	WV	LA	II	WV	II	II	II	IA
GLE Code	2-2	2-3	2-3	2-5	2-5	2-1	2-5	2-7	2-3	2-7	2-7	2-8
Depth of Knowledge Code	1	2	2	2	2	1	2	1	2	1	1	2
Item Type ²	MC	MC	MC	MC	MC	CR	MC	MC	MC	MC	MC	CR
Answer Key	A	D	C	B	D	C		D	A	A	B	
Total Possible Points	1	1	1	1	1	4	1	1	1	1	1	4

¹Content Strand: WV = Word ID/Vocabulary, LI = Literary/Initial Understanding, LA = Literary/Analysis & Interpretation,
 II = Informational/Initial Understanding, IA = Informational/Analysis & Interpretation

²Item Type: MC = Multiple-Choice, CR = Constructed Response



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Released Items
Support Materials
2005**

**Grade 3
Reading**

**NECAP 2005 RELEASED ITEMS
GRADE 3 READING**

- 7** Explain how the speaker feels at the end of poem 2. Use details from poem 2.

Scoring Guide:

Score	Description
4	Response provides a thorough explanation of how the speaker feels at the end of poem 2. Response includes relevant details from poem 2.
3	Response provides an explanation of how the speaker feels at the end of poem 2. Response includes some details from poem 2.
2	Response provides a partial explanation of how the speaker feels at the end of poem 2. Response includes limited details from poem 2. OR Response provides an explanation of what happens in poem 2 without identifying how the speaker is feeling.
1	Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	no response

Training Notes:

How the speaker in “A Sprinkling of Snow” (poem 2) feels at the end of the poem and why:

The person in poem 2 feels sad, disappointed, upset, let down, and unhappy because he:

- wishes for more snow to fall during the night.
- wants to make the snowman larger than an ice-cream cone.
- wants lots of snow to fall in order to build a larger snowman.

Accept other responses that are based on information in poem 2.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 4

He feels sad that his snowman
was as big as three scoops of ice-cream.
He felt mad because it
didn't snow so he could not
make a bigger snowman
because it didn't snow.

The response provides a thorough explanation of how the speaker feels and includes relevant details from poem 2 as support.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 3

he feels a little sad because he doesn't have more snow he wants to make a bigger snowmen, but he can't cause he doesn't have a lot of snow.

The response provides an explanation of how the speaker feels and includes some details from poem 2 as support.

SCORE POINT 2

He is feeling sad because he wanted to build a snowman.

The response provides a partial explanation of how the speaker feels and includes one detail from poem 2 as support.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 1

desighted

The response identifies how the speaker feels but gives no details from poem 2 as support.

SCORE POINT 0

the speaker feels happy because her
snowman grew up

The response is incorrect.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

- ⑫ Fill in the chart to tell how a seed becomes a tree. Use details from the passage.

5. _____

4. _____

3. _____

2. _____

1. Roots begin to grow.

**NECAP 2005 RELEASED ITEMS
GRADE 3 READING**

Scoring Guide:

Score	Description
4	Response provides four correct answers from the passage, in proper sequence, that tell how a seed becomes a tree.
3	Response provides three correct answers from the passage, in proper sequence, that tell how a seed becomes a tree.
2	Response provides two correct answers from the passage, in proper sequence, that tell how a seed becomes a tree.
1	Response provides one correct answer from the passage that tells how a seed becomes a tree. OR Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	no response

Training Notes:

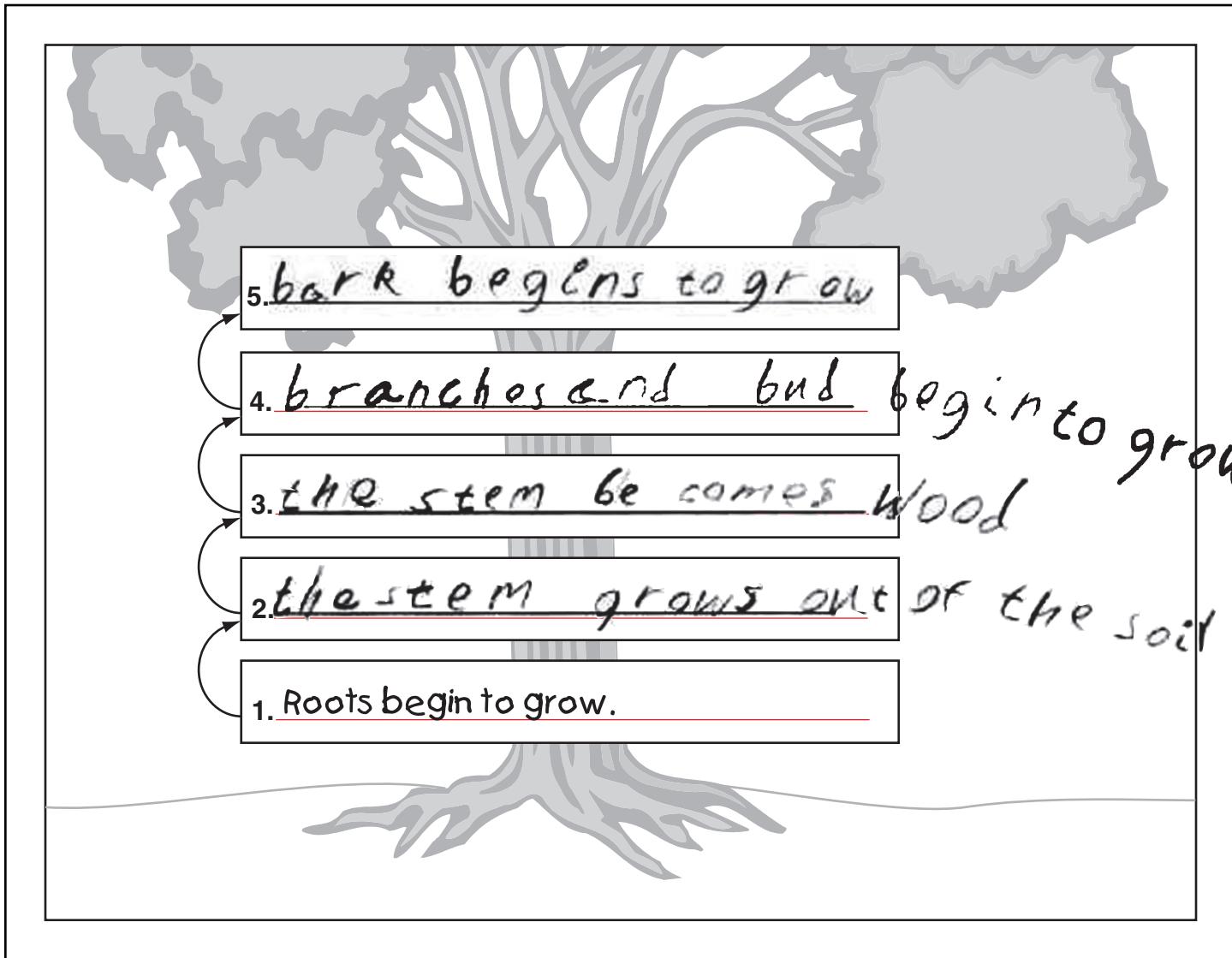
How a seed becomes a tree:

5. Small branches begin to appear as buds that turn into tiny leaves.
4. In time the stem becomes hard enough to be called “wood.”
3. A tiny stem with just two small leaves begins to grow above the soil.
2. The roots absorb water and minerals.
1. Roots begin to grow.

Responses need to be from the passage; accept abbreviated versions of each step.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 4



The response provides four correct answers from the passage, in proper sequence.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 3

5. Small branches begin to appear *at buds that turn into tiny leaves.*

4. The stem becomes hard enough *to be called wood.*

3. A tiny stem with just two leaves *begin to grow above the soil*

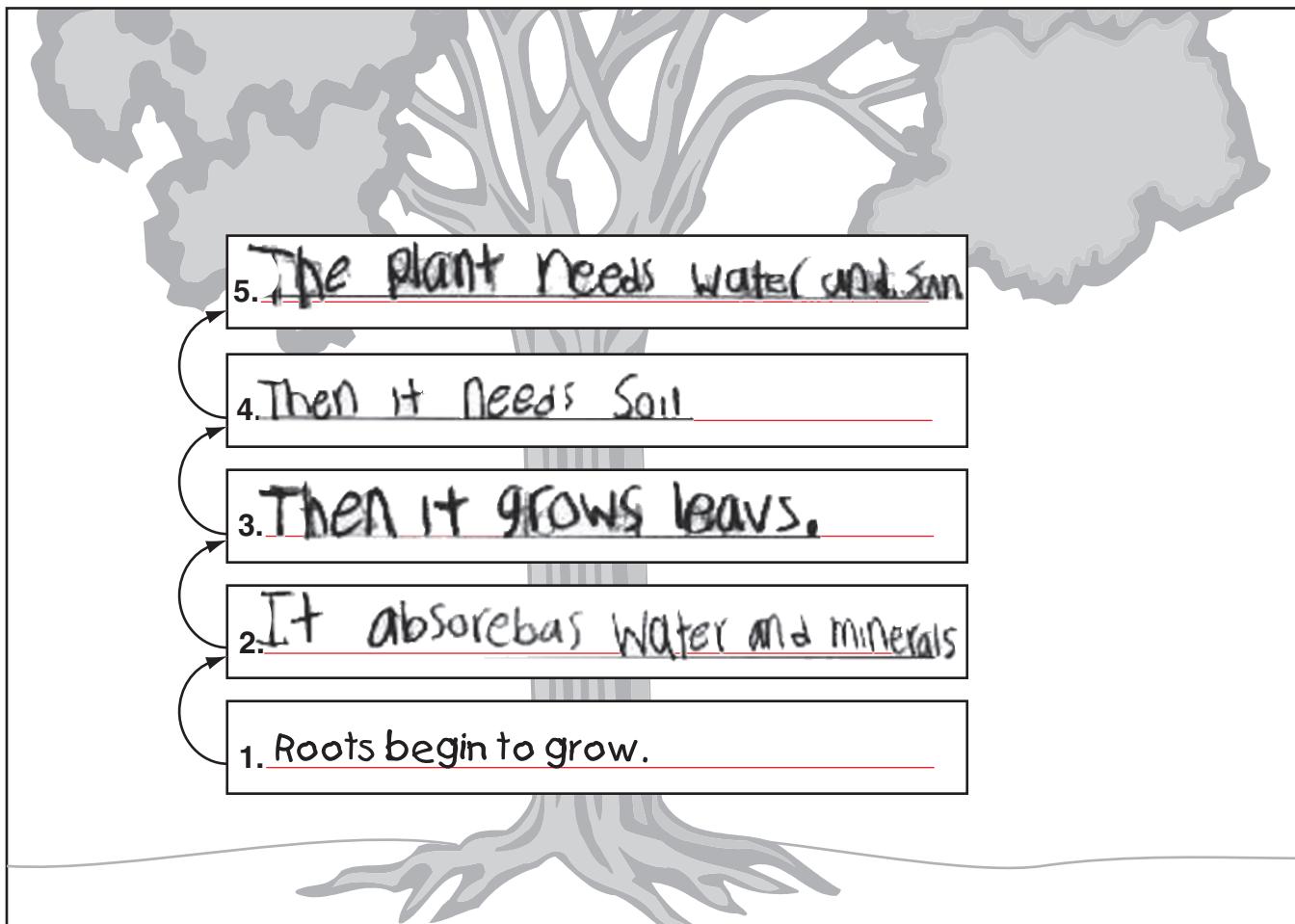
2. _____

1. Roots begin to grow. _____

The response provides three correct answers from the passage, in proper sequence.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 2



The response provides two correct answers from the passage, in proper sequence.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 1

5. Water helps the Seed

4. Soil helps the Seed

3. air helps the Seed

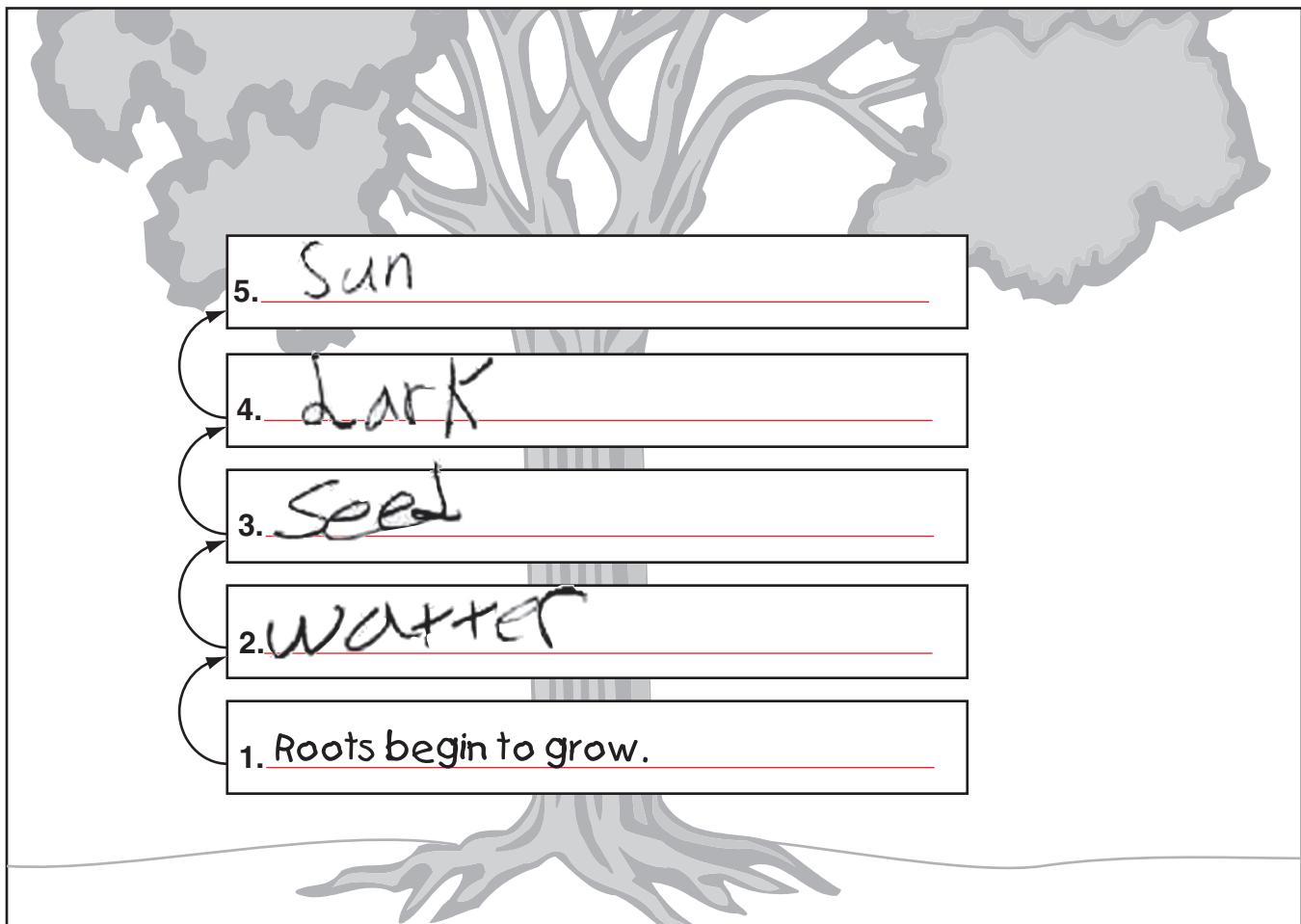
2. Roots help the Seed

1. Roots begin to grow.

The response demonstrates minimal understanding of the passage.

NECAP 2005 RELEASED ITEMS
GRADE 3 READING

SCORE POINT 0



The response is irrelevant.